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ABSTRACT

CHOICES, a literacy program for homeless families, piloted a program at the Women's Emergency Shelter in Champaign, Illinois and later expanded its services to A Woman's Place, a domestic violence shelter, in Urbana, Illinois. The CHOICES program offered weekly language activities for the children and gave mothers information about developing their children's reading readiness skills. The CHOICES program also provided: (1) access to various reading materials; (2) skill level assessment and referral to educational programs; (3) assistance with educational goal setting; (4) education in areas of parenting, job skills, basic reading; and (5) self-esteem activities. Activities were carried out by providing shelter libraries; conducting recruitment, assessment, and referral activities; providing individualized instruction; and holding life skills seminars. Unique challenges were that (1) the number of clients and their children, their needs, and ages varied from daily; (2) finding space for an activity and equipment storage was difficult; (3) and tracking client progress and motivating them was challenging. (The bulk of the document consists of eight appendixes: six sources for families in crisis; "As the World Spins" game; apartment ad bingo; mass transit district madness; children's activities; reading to children; creating puppets; and sample of data collection forms.) (NLA)

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CHOICES

A Resource for Literacy Providers and Homeless Families

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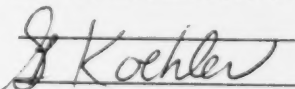
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CHOICES

A Resource for Literacy Providers and Homeless Families

INTRODUCTION

The challenge of providing literacy services for the homeless calls for the development of programs which effectively address the unique circumstances of this population. First of all, what kind of program will effectively deal with the transiency of the homeless? Secondly, how will it compete with the life-threatening physical and emotional obstacles that impede learning? CHOICES, a literacy program for homeless families, was developed using a participatory style of study and program planning. Innovative strategies emerged to develop instruction, promote goal-setting, and foster self-esteem. The program continues to evolve, based on the contextual realities of this hard to reach population. Literacy training for the homeless becomes one of many crucial steps which must be taken to address the multitude of factors that are the root causes of homelessness.

DEVELOPMENT of the PROGRAM

The CHOICES program began as a cooperative effort between Parkland College Rantoul Adult Education Center and The Adult Literacy Volunteer Program at the Women's Emergency Shelter in Champaign, Illinois. This site was chosen to pilot the CHOICES program because it shelters homeless women and their children. While substance abuse and mental illness are sometimes factors, the more common reason that these women are homeless is that they are economically disadvantaged. Many are single mothers who have few financial resources to support their families. The authors of the program believe that literacy training is considerably more effective if serious substance abuse and mental illness do not interfere with the learning and decision-making process. Only if these problems are addressed first is literacy training likely to have an impact on the lives of the clients.

The two major obstacles of the initial program were the transiency of the population and the brief amount of time the literacy coordinator was able to spend on site. The average stay at a shelter in Champaign is only a few weeks, sometimes much less. During this initial stage of the CHOICES program (January, 1989 - June, 1989), there was enough funding to allow for the literacy coordinator to visit only once a week. During that visit the literacy coordinator and volunteers would try to provide an array of services. Because the population at the shelter was different each week, a basic skills class was unworkable. Instead, it was more reasonable and cost-effective to refer them to existing literacy programs in the community. During their short stay at the shelter, most women were dealing with traumatic situations and did not see education as their priority at this time. However, they enjoyed participating in the motivational/instructional activities. Through their participation, they often became concerned about their educational goals. The literacy coordinator was available to provide skill assessment and discuss goal setting. Having received information about the education programs available in the community and having examined their own educational needs, the women were more well-prepared to pursue their education whenever they reached a less traumatic stage. The CHOICES program was primarily a link between the homeless women and the already existing literacy programs.

In addition to providing this link, the CHOICES program offered weekly language activities for the children. While the mothers were engaged in the motivational/instructional activities, trained volunteers worked with the children at the shelter. Mothers also received information about ways to develop their children's reading readiness skills.

Some women who participated were quite literate. However, many were aliterate. Either they chose not to read or else they had little reading material available to them. The CHOICES program tried to make quality books available to both the women and the children.

This program operated on a weekly basis for the first half of 1989. Through new funding, the CHOICES program was able to expand its services to A Woman's Place, a domestic violence shelter, in Urbana, Illinois. As a result of the increase in funding, part-time educational services coordinators are on site daily at each shelter. Services have been expanded to more completely address the goals of the program.

PROGRAM DESCRIPTION

Program Goal and Strategies

Homeless families have limited personal resources to use to improve their situation. Homelessness often creates a cycle of poor physical and mental health and aggravates an already desperate financial situation. If knowledge, awareness and basic literacy skills are not part of their resources, choices are more seriously restricted.

If, however, they have a basic education and access to knowledge and information, they may become aware of a broader range of choices. The goal of the CHOICES program is to provide some choices to the homeless families it serves. To enable the homeless to explore choices within their given situation, the CHOICES program provides:

1. Access to pertinent reading materials at varied levels
2. Skill level assessment and referral to educational programs
3. Assistance with educational goal setting
4. Education in areas of need including parenting, job skills, basic reading and math skills
5. Significant language experiences for children as a first step to becoming enthusiastic readers
6. Activities which increase self-esteem.

Shelter Libraries

Even those who have a basic education may not have access to up-to-date and essential information offered by books. Someone without an address is unlikely to qualify for a free library card. It is as unlikely that a homeless person would spend her limited funds at a bookstore. Current information in the form of books is rarely accessible. Many shelters are stocked with used books which have been donated by concerned community members. While these books may provide a source of escape, too often the quality of reading material offered through these materials is woefully inadequate to meet the needs of homeless families. Updated information on domestic violence, child abuse, custody battles, budgeting, chemical dependency, sexual abuse, parenting, GED skills, and employment choices are all topics relevant to the needs of many homeless families.

A suitable library at a shelter is a beginning. Books that are useful, easy to read, inspirational, and pleasurable can not only offer escape, but also provide awareness about choices that may be available. Low level books, GED materials, and life skills workbooks can provide hours of useful work for someone at a shelter. Although some people may not be able to enroll in a formal adult education program immediately, they can very likely learn a few important lessons during their stay at the shelter if useful books are available to them. During the initial meeting with the educational services coordinator, the coordinator introduces the newcomer to the library and issues her a shelter library card.

Recruitment Activities

An important goal of the CHOICES program is to motivate the women as well as to provide information to them in four crucial areas: 1) language skills, 2) math skills, 3) parenting skills, and 4) employment skills. Because of their short stay at the shelter, some may have contact with the educational services coordinator only a few times. And because few of them have little confidence in their ability to learn, providing instruction is a real challenge. While classes at the shelter are not only difficult to arrange, many women during this stage show no interest in coming to a class. On the other hand, many are willing to come to a "party." Hosting a "party," or informal get-together, addresses their need for companionship which in turn affects their self-esteem. Rather than asking them to join a formal class, the literacy coordinator invites them to join in games. Simple refreshments attract the residents and contribute to the party atmosphere. The primary game that is used for motivational/instructional purposes is "As the World Spins." (See Appendix B) It consists of four categories which parallel the four areas of intended instruction:

- | | |
|---------------------|------------------------------|
| 1. The Numbers Game | 3. All of My Children |
| 2. Play on Words | 4. Take this Job or Shove It |

This trivia-style game uses questions that are at all levels of difficulty. Many questions are based on general living. The coordinator or volunteer reads the questions so someone who is unable to read is not exposed by playing the game. Questions will often generate lively discussions about parenting or job-related issues. Books are awarded as prizes.

The women respond enthusiastically to this activity. Other games such as "Wheel of Fortune" and "Scrabble" are sometimes used. It is not unusual for a guest to decide to watch first before participating. But soon she joins in or assists with the questions. Guests who have played before encourage newcomers to join in, often with comments like "You'll really have fun" or "You won't believe how much you learn." Literacy volunteers who work at the shelter participate as well.

One of the most significant outcomes of this activity is the increase in self-esteem. Women are often surprised by what they already know and the significance of this knowledge. Their mental attitude is affected by the party atmosphere. During their stay at the shelter they need opportunities to pass the time in pleasurable activities. So much of their time is focused on frustrating and depressing problems that they welcome the chance to participate in uplifting activities. The game night is also an opportunity for the residents to become comfortable with the educational services coordinator. Residents often become more involved in the other services of the CHOICES program as a result.

Assessment and Referral

Through the CHOICES program, the educational services coordinator is on site on a regular basis. The coordinator either invites residents to a meeting or meets with them individually. At this initial session, the coordinator distributes and explains a variety of information about the adult education opportunities in the local community. Each woman receives a folder containing fliers about GED classes, ABE classes, and tutoring. In this folder they also receive a pen and pad of paper--

the basic tools of literacy--which many of them do not currently own. There is also important information in these folders for parents about simple activities to do with children which encourage reading development. Through this initial meeting, residents become familiar with literacy opportunities at the shelter and within the community.

Many women at the shelters want to find out about their academic level. If they lack a high school diploma, they often want to find out how long it might take to get a GED. The coordinator chooses to use any combination of the SORT, the WRAT math, the Gates-McGinitie, or an Informal Reading Inventory. On occasion the GED Practice Test may be used. In general, however, it seems most productive to use a relatively short, non-threatening test to provide a general range of the woman's skill level. In some situations, it is more appropriate to assess skill level informally. Some women may only want to brush up on specific skills, such as decimals or writing a business letter, rather than be involved in formal testing or an education program. In these cases, the educational service coordinator assesses skills informally through a math worksheet, a writing sample, reading aloud, or other method. The coordinator chooses instructional materials and strategies based on this brief assessment and the client's specific goal.

Time is then spent discussing goals and making recommendations about ways to meet these goals. Some homeless women may already be enrolled in a community adult education program. Others take steps to enroll in a program while they are at the shelter. However, it is often the case that they have not considered their education to be a priority in their present circumstances. It is lost in the milieu of problems; most do not even know how to begin. Having an idea of what their academic level is, and having a chance to find out when and how they can improve their skills can provide much needed direction for them.

Individualized Instruction

Because of the short duration of the clients' stay at the shelters, and because of the small number of clients the shelter serves at any one time, short term individualized instruction is a more workable option than a formal class on site. The educational services coordinator works closely with the literacy volunteer program to recruit and place trained volunteers with interested clients. Through the volunteer program, a client can receive flexible, individualized instruction in her area of need. Tutors are available to assist clients with basic reading and writing skills, basic math skills, GED preparation, and instruction in English-as-a-Second-Language. Tutoring can be done on site at the shelter if space is available, or at another local tutoring site in the community. Materials for tutoring are available through the shelter libraries and through the literacy volunteer program.

The educational services coordinators are certified teachers who also have the option of providing short-term instruction whenever possible. To assist with the individualized instruction, computers are available at each site. Through computer instruction, clients can study basic literacy skills and job skills. Even though the instruction at the shelter may be limited, it is usually a significant learning experience. Many clients gain much needed confidence and boost their self-esteem when they engage in a successful learning experience. As a result, they are more likely to pursue their education when their situation stabilizes.

Life Skills Seminars

Once a week, life skills seminars are offered at the shelters. These seminars focus on the survival needs of the clients. Topics change according to the needs of the clients currently residing at the shelter. Commercial life skills series, such as the Cambridge video series, Just Around the Corner, may be used. This series covers 45 life skills topics, including budgeting, housing needs, loans, credit, family conflict, first aid, effective job behavior, court procedures, and many others. The educational services coordinators develop other topics and presentations as the need arises. The more popular seminars are the ones that are presented in a game format. Apartment Bingo and MTD Madness (see appendix C & D) are two life skills games that were developed through CHOICES. Clients tend to be responsive when the activity is fun as well as instructional. Through these seminars, clients learn new information and share concerns about these topics. The educational services coordinators can further explain resources and options in the community that are be available to the clients.

FAMILY LITERACY AT THE SHELTERS

The traumas that the children at the shelters have experienced affect their learning. Many factors influence a homeless child's ability to become a successful reader. For example, does the homeless child own any books? How often does a child who is homeless have parents who are not too stressed to share enthusiasm for reading? Research tells us that the single most significant factor involved in a child's success as a reader is having someone read to him regularly. Yet, this activity is seriously neglected within homeless families.

Does the child attend school regularly? Often the parents elect to keep the child out of school for a lengthy period because of the difficulty in enrolling a child in a new school. If she does attend school, but is hungry or unsure where she will sleep at night, how well will she do in school? Inadequate nutrition, absence of a daily routine, and family stress increase a child's chances of becoming "at risk."

Like homeless adults, the needs of homeless children are complex. Providing a complete continuum of educational services for these children is not a task that can be accomplished by literacy providers or volunteers at these shelters. Through the literacy activities of the CHOICES program, however, children can have the opportunity for significant language experiences which provide an opportunity for developing reading readiness skills; these activities also provide an enjoyable respite from a confusing and troublesome daily routine.

The educational services coordinators at the shelters work with the parents to help them with the education of their children. They help parents work through the difficulties perceived in enrolling a child in school. For example, children often object to changing schools and have the usual adjustment problems of attending a new school. Other times they can stay in their old school only if transportation can be arranged. The coordinators guide parents through the various options and obstacles so that the child has a good chance of staying in school.

The coordinators also help parents of preschool children. Many school districts or agencies offer preschool screenings for various age groups. The coordinators help the parents arrange for these screenings. If any problems are detected, the children may be able to enroll in an early childhood program. The educational services coordinators act as an important link to the various agencies and programs for preschool children and parents.

Reading to the Children

Family literacy activities at the shelter are designed to emphasize the importance of reading to children. Children's books are available in the shelter library. Reading aloud to the children is an major component of the children's activities. Parents and volunteers receive guidance about book selection and tips for reading aloud to the children.

Parents and children are encouraged to read together through incentive programs such as the "Read to Me" program. Everytime a parent and child read together, they get a sticker from the coordinator. When their "Read to Me" card is filled, they get a small prize such as a McDonald's gift certificate.

Other Activities

During the parents' activities, trained volunteers and/or staff work with the children. Volunteers are prepared to work with any age group and focus their efforts on activities which foster reading readiness skills and an enthusiasm for reading. At selected times, parents and children participate in these activities together.

Children's activities include language experience stories, puppetry, and dramatization. Developing language experience stories with the children is particularly valuable because it provides an opportunity for the child to use her own language to express her thoughts, fears, and dreams. It also teaches the child that there is a connection between the spoken word and the written word. The child dictates an incident or a story to an adult who carefully writes down the child's own words. She can illustrate the story and sometimes she can read the story herself. The language experience story provides a boost to her self-esteem as she makes her own book. A collection of her stories can be bound with a simple cover.

Puppetry and dramatization provide opportunities for children to retell the stories, developing their own language skills. Ready-made puppets or puppets that the children make can be used. The CHOICES program has some durable puppets that correspond to three favorite stories. (see Appendix E) These puppets can be used to dramatize the story while the children are listening to the story. Or the children can use these puppets to retell the story in their own words. The puppets allow the children to actively participate in the storytelling process.

During their limited stay at the shelter, the CHOICES program introduces the parents and the children to activities designed to encourage the child's language development and spark an interest in further reading. At the end of regularly scheduled activities, each child receives a new book to keep. Many of these books were donated through a community book drive. Each child puts his name on a bookplate in the book. Receiving a book to call her own is often a highlight of the stay at the shelter for the children. They are very proud of their new book which provides an activity for a parent and child to do together on an ongoing basis.

VOLUNTEER INVOLVEMENT

Volunteers were instrumental in developing the CHOICES program and have played a key role in many aspects of the project. Volunteer literacy tutors, trained through Project READ's literacy tutor training, are available to provide one-to-one instruction for the women at the shelters. Some tutors have worked at the shelter with the women, while others have worked at a community setting such as the library. More frequently, volunteers assist with the organized activities such as the game night, life skills seminars, and children's activities.

These volunteers participate in a special training session that involves orientation to the plight of the homeless, orientation to the shelter, goals of the CHOICES program, introduction to the games, and preparation for children's activities. The volunteers who work at the domestic violence shelter are also required to participate in a portion of the domestic violence training. A sorority has organized its members so that they rotate volunteers at the weekly activities. Every game night two or three volunteers are available to assist with the game. Some participate as players. The women at the shelter welcome new companionship and someone to talk with. The volunteers' participation in the game seems to send the message to the residents that they are indeed important enough to spend an evening with.

The sorority which has provided weekly volunteers also has held fundraising activities which have benefited the program. Donated funds have been used to purchase educational toys, books for game prizes, and books for the children. Community volunteers helped with a book drive which was held during the Christmas season to collect books for the children. Elementary school classrooms, library staff, service organizations, and church groups participated. The book drive was promoted as a family service project. Families were encouraged to choose a title that was a family favorite and donate a copy of that book to the CHOICES program. These books are the ones that are given to the children to keep. Families in the community had the opportunity to share something important to them with families at the shelter.

Volunteer support has been instrumental in initiating and implementing the program. In the event that funding is not available, certain components of the program could be continued through well coordinated volunteer groups.

METHODS OF PROGRAM EVALUATION

Program evaluation in the areas of homeless literacy and family literacy is in a formative stage. Current quantitative measurement instruments are limited in their ability to evaluate significant outcomes of these programs. Alternative methods are needed to demonstrate a program's effectiveness in such areas as building self-esteem, increasing motivation, and promoting parent-child bonding. Qualitative methods, such as case reviews, interviews, and ethnological studies, may be more useful.

At this point the coordinators for CHOICES program keep a daily log in which they record the type and length of interaction with each client. Shelter residents are not "enrolled" in the program. Rather, a resident makes use of whichever service she needs through the CHOICES program. For clients who are involved in these services, demographic information is gathered; skill level assessment (formal and informal) is recorded; objectives are defined; and progress towards completing these objectives are recorded. This information is compiled on a quarterly basis for reporting purposes and to reassess current needs and methods of program implementation.

CHALLENGES

Providers of a program for homeless families must be prepared to face unique challenges. Flexibility is the key to working with these challenges. For example, the number of clients at the shelter, their needs, and the age ranges of their children can vary daily. It is very difficult to predict who might be at the shelter on a given day and who might participate in a certain activity. Just as the interests and needs of the adults vary, so do the interests and needs of the children. Activities must be flexible enough to accomodate the current needs of whomever is at the shelter.

Finding space to conduct an activity is often very difficult. Most shelters are overcrowded so that many distractions interfere with the literacy activities. Even storage of equipment and materials is a problem. Although the shelters have policies about use of shelter property and supervision of children, items of value often become damaged or disappear. Items from the CHOICES program such as library books, computer equipment and other materials must be locked up except when the educational services coordinator is on site to supervise. Because each coordinator is part-time, the residents have limited use of these resources.

Another challenge is tracking the progress of the client. Through the CHOICES program, many referrals are made and goals are established. However, clients often leave the shelter unexpectedly. Once the client is gone (usually to an unknown address), it is difficult to know what steps the client has taken to fulfill the goals or to follow-up on referrals.

Finally, it is a continual challenge to work with a depressed or unmotivated or untrusting client. Participation in any aspect of the CHOICES program is voluntary. The client's emotional state and attitude is a prime consideration in assessment and evaluation. Lengthy, formal assessment or evaluation tools are sometimes disregarded in favor of more comfortable, informal methods. Likewise, the client's attitude and special circumstances must be considered when setting goals. It is important to set short-term, attainable goals as well as to discuss future plans. Simple goals, such as reading a book to a child or filling out a job application form, are small, but crucial, steps toward reaching larger goals. Despite the special challenges of a shelter literacy program, implementation of such a program is a worthwhile and rewarding experience for everyone involved.

APPENDICES

**RECOMMENDED SOURCES OF BOOKS
FOR FAMILIES IN CRISIS**

1. Champaign Public Library and Information Center
Alcoholism: Disease Treatment and Recovery
(bibliography of materials)
505 South Randolph Street
Champaign, IL 61820
(217) 356-7243
2. Children in Crisis:
Cooperative Library and Community Agency
Support for Abused and Neglected Youth
Selective Bibliography
Lincoln Trail Libraries System
1704 W. Interstate Drive
Champaign, IL 61821
(217) 352-0047
3. Child Welfare League of America
440 First Street, NW, Suite #310
Washington, D.C. 20001
4. King County Rape Relief
1025 South Third
Renton, Washington 98055
(206) 226-5062
5. National Committee for the Prevention
of Child Abuse
P. O. Box 94283
Chicago, IL 60690
6. Women's Educational Equity Act Publishing Center
Education Development Center
55 Chapel Street, Suite 242
Newton, MA 02160

AS THE WORLD SPINS

by Gwen Koehler and Mary Schadeberg

This game was developed as an educational/motivational tool for the CHOICES program. It is intended for use by educational programs to provide basic information in four categories: vocabulary skills, math skills, parenting skills, and job skills.

GAME INSTRUCTIONS

Object of the Game

The first player to get 100 points and at least one chip in each category wins the game.

Equipment

The equipment consists of two dice, four sets of question cards, point chips, and category cards.

Point Chips

A player who rolls an even number is eligible to win a point chip worth 10 points. If she answers the question correctly, she wins a blue chip worth 10 points. If the player rolls an odd number, she is eligible to win a red point chip worth five points if she answers the question correctly. If the player rolls doubles, she is eligible to win a white chip worth 25 points.

Question Cards and Category Cards

There are four sets of question cards: "Take this Job or Shove It" cards, "All of My Children" cards, "The Numbers Game" cards, and "Play on Words" cards. Before the game begins, each player receives a category card. When she answers a question correctly, she places her point chip in the corresponding spot on her category card. At each turn, the player chooses which category she wishes to try to answer. If she answers the question correctly, she wins a point chip and places it on the correct category on her own category card.

Game Format

Participants roll the dice to see who begins. The player with the highest number goes first. The first player rolls the dice to determine which chip she can win if she answers the question correctly. She then chooses a question card from any category and gives it to the monitor to read aloud. The monitor reads the card aloud to the group and then hands the card back to the player to study before giving an answer. If she answers the question correctly, she wins the point chip. The point chip is placed on her category card in the correct category. If the answer is incorrect, the monitor provides the correct answer, but the player does not win any chips. It is very appropriate for the monitor to take time to explain the correct answer. The monitor can offer instruction at this time. Participants are encouraged to discuss their opinions. For some questions, more than one answer may be acceptable. The game can be used as a learning experience for the players.

Play continues until someone has 100 points and a point chip in each category.

INSTRUCTIONS FOR ASSEMBLING THE GAME

Point Chips and Dice

Poker chips are used for point chips. Poker chips and dice can be purchased at a local toy store.

Question Cards and Category Cards

Using a Photocopy Machine:

1. Copy the multiple choice questions on the following pages onto the thickest paper your copier will allow. (Or you can type them on 3 X 5 index cards.) Use a different color for each group of cards.
- *2. On the backside of the copies of the game cards, copy the title sheet of that particular game. (If you are typing, type the title on the reverse side of the index card.)
3. Cut the above copies on dotted lines. Laminate game cards.

*If you are using regular copying paper for copies instead of cardstock paper, you might want to copy the game title and questions on separate sheets. Then, before laminating, place a 3 X 5 card between the game title and the question.

**ALL GAME QUESTIONS
AND
ANSWER KEY
FOR
"AS THE WORLD SPINS"**

ALL OF MY CHILDREN THE NUMBERS GAME

PLAY ON WORDS

**TAKE THIS JOB OR
SHOVE IT**

ALL OF MY CHILDREN THE NUMBERS GAME

PLAY ON WORDS

**TAKE THIS JOB OR
SHOVE IT**

TITLE SHEET FOR GAME CARDS

ALL OF MY CHILDREN

ALL OF MY CHILDREN

ALL OF MY CHILDREN

1. Most school districts offer preschool screenings for children, age 3-5, to determine if the child might need special instruction to help him be ready for school. The fee for this is
- A. \$5-\$10
 - B. \$3 per child
 - C. no fee

2. At what age should a child first be exposed to books?
- A. under one year
 - B. when he enters kindergarten
 - C. when he begins to talk

3. Which of the following will give children the earliest advantage in learning?
- A. someone to help him with his homework
 - B. good prenatal and early childhood care
 - C. a good teacher

4. What percentage of juvenile delinquents who go through the juvenile justice system do not have basic reading skills?

- A. 50%**
- B. 80%**
- C. 25%**

5. About how many students drop out of high school each year?

- A. one half**
- B. one third**
- C. one fourth**

6. When should a parent stop reading to her child?

- A. when the child enters kindergarten**
- B. when the child can read alone**
- C. when the child no longer enjoys being read to**

7. If you want to use the public library,

- A. you must have a valid library card to get in the building**
- B. you may use the materials without a card, but not check them out**
- C. you must be a very good reader**

8. What is the best way to help a child with homework?

- A. do it for him**
- B. make him stay up as late as necessary to finish it**
- C. provide a quiet place and time for the child to work**

9. Which is the best way to study?

- A. while the radio is blasting**
- B. while watching television**
- C. in a quiet place**

10. When your child's school has parent-teacher conferences,

- A. you only have to go if the child is having problems**
- B. you can ask questions about what your child is doing in school**
- C. you listen to the teacher and are not allowed to ask questions**

11. Your child needs to have a physical and dental checkup for school

- A. each year before school starts**
- B. before kindergarten, 5th grade, and 9th grade**
- C. never, unless he is ill**

12. When can the school send your child home?

- A. if he has not received the needed immunizations**
- B. if he has not done his home work**
- C. never, unless he is ill**

13. What is the least expensive way to get your child's immunizations?

- A. at an immunization clinic at the Public Health District**
- B. at a doctor's office**
- C. at the emergency room**

14. A child can receive a free hot lunch at school

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TITLE SHEET FOR GAME CARDS

THE NUMBERS GAME

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1. How many inches are in a foot?

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- B. 12**
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- C. $\frac{1}{3}$ cup of flour**

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4. How many feet are in a yard?

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- B. 5
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- A. \$35,000**
- B. \$5,000**
- C. \$20,000**

24. Good news! Your boss tells you that you are getting a promotion and an 8% raise. Right now you make \$5 per hour. What will your new salary be?

- A. \$6 per hour**
- B. \$5.40 per hour**
- C. \$5.75 per hour**

25. It's laundry day. You will take 6 loads to the laundromat. If each washer costs \$.50 and each dryer cycle is \$.25, how much money do you need to have?

- A. \$4.50
- B. \$3.70
- C. Twice as much as you think because the machines always eat your money anyway.

26. You have \$54 and 6 presents to buy for Christmas. If you wanted to spend the same amount on everyone, what would you do?

- A. write an urgent letter to Santa
- B. spend \$7.50 on everyone
- C. spend \$9.00 on everyone

27. Bus fare is \$.50 per ride. You will need to ride the bus to and from work five days a week for the next 4 weeks. How much money do you need to set aside for the bus?

- A. \$10
- B. \$12.50
- C. \$20

28. 180×1000 is

- A. 1800
- B. 18,000
- C. 180,000

29. One and a half dozen eggs are

- A. 24 eggs
- B. 20 eggs
- C. 18 eggs

30. 24×100 is

- A. 240
- B. 2,400
- C. 24,000

31. 72 divided by 12 is

- A. 7**
- B. 5**
- C. 6**

32. You can't believe how tall your daughter has gotten. You measure her and she is now 60 inches tall. How tall is she?

- A. 5' 2"**
- B. 4' 10"**
- C. 5'**

33. Your babysitter charges \$1.50 per child per hour. You have been gone 4 hours. How much do you owe her for babysitting your two children?

- A. \$12**
- B. \$8**
- C. \$10.50**

TITLE SHEET FOR GAME CARDS

PLAY ON WORDS

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PLAY ON WORDS

1. How many syllables are in the word rhinoceros?

- A. 2
- B. 4
- C. none

2. Every syllable must contain

- A. one vowel
- B. one consonant
- C. 3 letters

3. Which letters together make the ch sound as in chapter?

- A. sh
- B. ch
- C. ci

4. Which letters make the sound shun as in the word station?

- A. tion
- B. shun
- C. jon

5. What are the vowels?

- A. c d f g h z
- B. a e i o u
- C. y p x

6. Which word has the short a sound like you hear in the word at?

- A. lazy
- B. mattress
- C. waitress

7. Which word has the short e sound like in the word Ed?

- A. restless
- B. east
- C. distance

8. Which word has the short i sound as in the word it?

- A. rhinestone
- B. license
- C. limit

9. Which word has the short o sound as in the word odd?

- A. moose
- B. poach
- C. positive

10. Which word has the short u sound, the sound you hear in the word up?

- A. tuba
- B. supper
- C. quickly

11. If the following words were to be listed in alphabetical order, which one would be listed first?

- A. attitude
- B. absolute
- C. angry

12. The long sound of the vowel a sounds like a. Which of the following words has a long a sound?

- A. rating
- B. actress
- C. harbor

13. The long sound of the vowel **e** has a sound like **e**. Which of the following words has a long **e** sound?

- A. head
- B. teamster
- C. twelve

14. The long sound of the vowel **i** has a sound like **i**. Which of the following words has a long **i** sound?

- A. little
- B. distinct
- C. childhood

15. The long sound of the vowel **o** has the sound like **o**. Which of the following words has a long **o** sound?

- A. rodeo
- B. holiday
- C. rotten

16. The long sound of the vowel u has a sound like u. Which of the following words has a long u sound?

- A. tough
- B. useful
- C. suffer

17. In the word telephone, the ph sounds like the letter

- A. t
- B. f
- C. p

18. A synonym (another word that means the same) for the word cautious is

- A. angry
- B. callous
- C. careful

19. A synonym (another word that means the same) for irritable is

- A. crabby
- B. confused
- C. lazy

20. A synonym (another word that means the same) for punctual is

- A. skillful
- B. tardy
- C. on time

21. Which of the following are all nouns?

- A. cloak, dagger, mystery
- B. feet, run, fast
- C. stinky, socks, smell

22. Which of the following contains a proper noun?

- A. My Bonnie lies over the ocean
- B. Don't worry, be happy.
- C. O beautiful for spacious skies

23. If John's brother doesn't want to loan John another 50 bucks, John should say

- A. "He doesn't want to loan me the money."
- B. "He don't want to loan me the money."
- C. "He's a cheapskate--I never could trust him."

24. If -in is a root meaning not, and -cred is a root meaning believe, which word means unbelievable?

- A. crediting
- B. incredulous
- C. credinate

25. Which word contains a root that means self?

- A. monologue
- B. diagram
- C. autograph

26. Which word contains a Latin root that means harm?

- A. propel
- B. miserable
- C. noxious

27. Which word contains a prefix which means one?

- A. dialogue
- B. captain
- C. monotonous

28. Which word contains a root that means to write?

- A. autograph
- B. report
- C. transfer

29. Which word contains a root that means make?

- A. procedure
- B. manufacture
- C. complex

30. Which word contains a prefix that means below?

- A. substandard
- B. unavailable
- C. export

31. Which word contains a silent vowel?

- A. cockroach**
- B. fussy**
- C. medical**

32. Which word contains a silent consonant?

- A. loveable**
- B. knot**
- C. restaurant**

33. Which word has four syllables?

- A. aggressive**
- B. absolutely**
- C. authorization**

TITLE SHEET FOR GAME CARDS

TAKE THIS JOB OR SHOVE IT

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TAKE THIS JOB OR SHOVE IT

1. How much is minimum wage?

- A. \$3.80 per hour**
- B. \$5.50 per hour**
- C. \$2.48 per hour**

2. In the next 10 years the average job will require how many years of school?

- A. 8 years**
- B. 11 years**
- C. 13 and a half years**

3. The largest demand for workers in the upcoming years will be in which field?

- A. factory work**
- B. retail sales**
- C. truck driving**

4. Which field will need the least number of workers in the upcoming years?

- A. restaurant work**
- B. factory work**
- C. health care**

5. What is the current high school drop out rate?

- A. 25%**
- B. 17%**
- C. 33%**

6. In the state of Illinois the cost of a GED class

- A. \$20 per semester**
- B. free**
- C. \$50 per semester**

7. Which employee would most likely earn \$250 per week?

- A. policeman or policewoman**
- B. teacher**
- C. receptionist**

8. Which employee would most likely earn \$467 per week?

- A. plumber**
- B. garbage collector**
- C. bank teller**

9. In 1995 how many factory jobs requiring unskilled workers will there be?

- A. 10%**
- B. 20%**
- C. 40%**

10. Between now and the year 2000, 80% of the workforce will be made up of

- A. high school dropouts**
- B. business executives**
- C. women, minorities, and immigrants**

11. Employers are most likely to hire someone

- A. who has enough education for the job**
- B. who has her own transportation**
- C. who doesn't have children**

12. Which job pays the most

- A. nurse's aide**
- B. secretary**
- C. bank teller**

13. Which job would most likely require a high school diploma or a GED?

- A. a day care teacher**
- B. a nurse's aide at a nursing home**
- C. a worker at McDonalds**

14. Most job applications ask for

- A. a resume**
- B. number of children**
- C. references**

15. All employers must withhold

- A. union dues**
- B. insurance deductions**
- C. Social Security**

16. When a prospective employer asks for a reference, he is asking

- A. for the name and address of someone who can recommend you for the job**
- B. for a resume**
- C. for the name of the person who told you about the job opening**

17. Workers with seniority often

- A. are sick more frequently**
- B. get paid more**
- C. are senior citizens**

18. People with seniority

- A. are those who have worked at a company for the longest time**
- B. are senior citizens**
- C. have less job security**

19. An employer values employees who

- A. miss very few days of work**
- B. who live in the area**
- C. who are younger**

20. A mother with a young child

- A. cannot work at all**
- B. would need to find good, reliable
care for her child while she
works**
- C. can bring the child to work**

**21. If a mother finds out that the cost of
childcare is too expensive, she can**

- A. cut her hours**
- B. get on a waiting list for
subsidized day care**
- C. quit her job**

22. The median yearly income for a woman who works fulltime and has less than an eighth grade education is

- A. \$4,000**
- B. \$10,000**
- C. \$15,000**

23. The median yearly income for a woman who works fulltime and has completed 4 years of high school is

- A. \$10,000**
- B. \$16,000**
- C. \$19,000**

24. The median yearly income for a woman who works fulltime and has 1-3years of college is

- A. \$10,000**
- B. \$16,000**
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25. Which job pays the most?

- A. nurse--LPN**
- B. hairdresser**
- C. teacher's aide**

26. You need help finding a job and you contact a private employment agency. You need to be aware that private employment agencies

- A. don't always advertise the best jobs**
- B. may charge you a fee**
- C. will only work with clients who have a college degree**

27. Which job is most likely to pay \$8.00 per hour?

- A. school bus driver**
- B. large city bus driver**
- C. truck drivers**

28. Which type of job is most likely to require a high school diploma?

- A. ticket agent**
- B. bus driver**
- C. custodian**

29. A flight attendant who has completed at least 4 weeks of training is likely to earn

- A. \$17,000 per year**
- B. \$10,000 per year**
- C. \$12,500 per year**

30. Although the pay for a fulltime baby-sitter who comes to a person's home varies, the average salary is

- A. \$50 per week**
- B. \$90 per week**
- C. \$175 per week**

31. The average starting salary for a college graduate in accounting is

- A. \$21,000**
- B. \$14,000**
- C. \$17,000**

32. The average starting salary for a college graduate in a health related occupation is

- A. \$12,000**
- B. \$14,000**
- C. \$19,000**

33. Which worker is most likely to earn more than the others?

- A. painter**
- B. carpenter**
- C. electrician**

34. What kind of training is most likely to be required of an auto mechanic?

- A. high school diploma**
- B. an automotive training program either in high school or trade school**
- C. familiarity with cars**

35. What would be appropriate clothing for a job interview?

- A. your most stylish jeans**
- B. a simple, but clean, skirt or pants and blouse**
- C. your dressiest dress**

36. At a job interview it would be appropriate for the employer to ask about

- A. your previous jobs**
- B. whether or not you are married**
- C. how you plan to get to work each day**

ANSWER KEY

ALL OF MY CHILDREN

1. Most school districts offer preschool screenings for children, age 3-5, to determine if the child might need special instruction to help him be ready for school. The fee for this is
 - A. \$5-\$10
 - B. \$3 per child
 - ☒ C. no fee
2. At what age should a child first be exposed to books?
 - ☒ A. under one year
 - B. when he enters kindergarten
 - C. when he begins to talk
3. Which of the following will give children the earliest advantage in learning?
 - A. someone to help him with his homework
 - ☒ B. good prenatal and early childhood care
 - C. a good teacher
4. What percentage of juvenile delinquents who go through the juvenile justice system do not have basic reading skills?
 - A. 50%
 - ☒ B. 80%
 - C. 25%
5. About how many students drop out of high school each year?
 - A. one half
 - B. one third
 - ☒ C. one fourth
6. When should a parent stop reading to her child?
 - A. when the child enters kindergarten
 - B. when the child can read alone
 - ☒ C. when the child no longer enjoys being read to
7. If you want to use the public library,
 - A. you must have a valid library card to get in the building
 - ☒ B. you may use the materials without a card, but not check them out
 - C. you must be a very good reader
8. What is the best way to help a child with homework?
 - A. do it for him
 - B. make him stay up as late as necessary to finish it
 - ☒ C. provide a quiet place and time for the child to work
9. Which is the best way to study?
 - A. while the radio is blasting
 - B. while watching television
 - ☒ C. in a quiet place
10. When your child's school has parent-teacher conferences,
 - A. you only have to go if the child is having problems
 - ☒ B. you can ask questions about what your child is doing in school
 - C. you listen to the teacher and are not allowed to ask questions
11. Your child needs to have a physical and dental checkup for school
 - A. each year before school starts
 - ☒ B. before kindergarten, 5th grade, and 9th grade
 - C. never, unless he is ill
12. When can the school send your child home?
 - ☒ A. if he has not received the needed immunizations
 - B. if he has not done his homework
 - C. never, unless he is ill

13. What is the least expensive way to get your child's immunizations?
- ☒ A. at an immunization clinic at Public Health
 - B. at a doctor's office
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- B. \$5,000
- ☒ C. \$20,000

24. Good news! Your boss tells you that you are getting a promotion and an 8% raise. Right now you make \$5 per hour. What will your new salary be?

- A. \$6 per hour
- ☒ B. \$5.40 per hour
- C. \$5.75 per hour

25. It's laundry day. You will take 6 loads to the laundromat. If each washer costs \$.50 and each dryer cycle is \$.25, how much money do you need to have?

- ☒ A. \$4.50
- B. \$3.70
- C. Twice as much as you think because the machines always eat your money anyway.

26. You have \$54 and 6 presents to buy for Christmas. If you wanted to spend the same amount on everyone, what would you do?

- A. write an urgent letter to Santa
- B. spend \$7.50 on everyone
- ☒ C. spend \$9.00 on everyone

27. Bus fare is \$.50 per ride. You will need to ride the bus to and from work five days a week for the next 4 weeks. How much money do you need to set aside for the bus?

- A. \$10
- B. \$12.50
- ☒ C. \$20

28. 180×1000 is

- A. 1800
- B. 18,000
- ☒ C. 180,000

29. One and a half dozen eggs are

- A. 24 eggs
- B. 20 eggs
- ☒ C. 18 eggs

30. 24×100 is

- A. 240
- ☒ B. 2,400
- C. 24,000

31. 72 divided by 12 is

- A. 7
- B. 5
- ☒ C. 6

32. You can't believe how tall your daughter has gotten. You measure her and she is now 60 inches tall. How tall is she?

- A. 5' 2"
- B. 4' 10"
- ☒ C. 5'

33. Your babysitter charges \$1.50 per child per hour. You have been gone 4 hours. How much do you owe her for babysitting your two children?

- ☒ A. \$12
- B. \$8
- C. \$10.50

ANSWER KEY

PLAY ON WORDS

1. How many syllables are in the word rhinoceros?
A. 2
☒ B. 4
C. none
2. Every syllable must contain
☒ A. one vowel
B. one consonant
C. 3 letters
3. Which letters together make the ch sound as in chapter?
A. sh
☒ B. ch
C. ci
4. Which letters make the sound shun as in the word station?
☒ A. tion
B. shun
C. jon
5. What are the vowels?
A. c d f g h z
☒ B. a e i o u
C. y p x
6. Which word has the short a sound like you hear in the word at?
A. lazy
☒ B. mattress
C. waitress
7. Which word has the short e sound like in the word Ed?
☒ A. restless
B. east
C. distance
8. Which word has the short i sound as in the word it?
A. rhinestone
B. license
☒ C. limit
9. Which word has the short o sound as in the word odd?
A. moose
B. poach
☒ C. positive
10. Which word has the short u sound, the sound you hear in the word up?
A. tuba
☒ B. supper
C. quickly
11. If the following words were to be listed in alphabetical order, which one would be listed first?
A. attitude
☒ B. absolute
C. angry
12. The long sound of the vowel a sounds like a. Which of the following words has a long a sound?
☒ A. rating
B. actress
C. harbor
13. The long sound of the vowel e has a sound like e. Which of the following words has a long e sound?
A. head
☒ B. teamster
C. twelve
14. The long sound of the vowel i has a sound like i. Which of the following words has a long i sound?
A. little
B. distinct
☒ C. childhood

15. The long sound of the vowel o has the sound like o. Which of the following words has a long o sound?
- A. rodeo
☒ B. holiday
C. rotten
16. The long sound of the vowel u has a sound like u. Which of the following words has a long u sound?
- A. tough
B. useful
☒ C. suffer
17. In the word telephone, the ph sounds like the letter
- A. t
☒ B. f
C. p
18. A synonym (another word that means the same) for the word cautious is
- A. angry
B. callous
☒ C. careful
19. A synonym (another word that means the same) for irritable is
- ☒ A. crabby
B. confused
C. lazy
20. A synonym (another word that means the same) for punctual is
- A. skillful
B. tardy
☒ C. on time
21. Which of the following are all nouns?
- ☒ A. cloak, dagger, mystery
B. feet, run, fast
C. stinky, socks, smell
22. Which of the following contains a proper noun?
- ☒ A. My Bonnie lies over the ocean
B. Don't worry, be happy.
C. O beautiful for spacious skies
23. If John's brother doesn't want to loan John another 50 bucks, John should say
- ☒ A. "He doesn't want to loan me the money."
B. "He don't want to loan me the money."
C. "He's a cheapskate--I never could trust him."
24. If -in is a root meaning not, and -cred is a root meaning believe, which word means unbelievable?
- A. crediting
☒ B. incredulous
C. credinate
25. Which word contains a root that means self?
- A. monologue
B. diagram
☒ C. autograph
26. Which word contains a Latin root that means harm?
- A. propel
B. miserable
☒ C. noxious
27. Which word contains a prefix which means one?
- A. dialogue
B. captain
☒ C. monotonous
28. Which word contains a root that means to write?
- ☒ A. autograph
B. report
C. transfer

29. Which word contains a root that means make?

- A. procedure
- ☒ B. manufacture
- C. complex

32. Which word contains a silent consonant?

- A. loveable
- ☒ B. knot
- C. restaurant

30. Which word contains a prefix that means below?

- ☒ A. substandard
- B. unavailable
- C. export

33. Which word has four syllables?

- A. aggressive
- ☒ B. absolutely
- C. authorization

31. Which word contains a silent vowel?

- ☒ A. cockroach
- B. fussy
- C. medical

ANSWER KEYTAKE THIS JOB OR SHOVE IT

1. How much is minimum wage?
☒ A. \$3.80 per hour
B. \$5.50 per hour
C. \$2.48 per hour
2. In the next 10 years the average job will require how many years of school?
A. 8 years
B. 11 years
☒ C. 13 and a half years
3. The largest demand for workers in the upcoming years will be in which field?
A. factory work
☒ B. retail sales
C. truck driving
4. Which field will need the least number of workers in the upcoming years?
A. restaurant work
☒ B. factory work
C. health care
5. What is the current high school drop out rate?
☒ A. 25%
B. 17%
C. 33%
6. In the state of Illinois the cost of a GED class
A. \$20 per semester
☒ B. free
C. \$50 per semester
7. Which employee would most likely earn \$250 per week?
A. policeman or policewoman
B. teacher
☒ C. receptionist
8. Which employee would most likely earn \$467 per week?
☒ A. plumber
B. garbage collector
C. bank teller
9. In 1995 how many factory jobs requiring unskilled workers will there be?
☒ A. 10%
B. 20%
C. 40%
10. Between now and the year 2000, 80% of the workforce will be made up of
A. high school dropouts
B. business executives
☒ C. women, minorities, and immigrants
11. Employers are most likely to hire someone
☒ A. who has enough education for the job
B. who has her own transportation
C. who doesn't have children
12. Which job pays the most
A. nurse's aide
☒ B. secretary
C. bank teller
13. Which job would most likely require a high school diploma or a GED?
☒ A. a day care teacher
B. a nurse's aide at a nursing home
C. a worker at McDonalds
14. Most job applications ask for
A. a resume
B. number of children
☒ C. references

15. All employers must withhold
- A. union dues
 - B. insurance deductions
 - ☒ C. Social Security
16. When a prospective employer asks for a reference, he is asking
- ☒ A. for the name and address of someone who can recommend you for the job
 - B. for a resume
 - C. for the name of the person who told you about the job opening
17. Workers with seniority often
- A. are sick more frequently
 - ☒ B. get paid more
 - C. are senior citizens
18. People with seniority
- ☒ A. are those who have worked at a company for the longest time
 - B. are senior citizens
 - C. have less job security
19. An employer values employees who
- ☒ A. miss very few days of work
 - B. who live in the area
 - C. who are younger
20. A mother with a young child
- A. cannot work at all
 - ☒ B. would need to find good, reliable care for her child while she works
 - C. can bring the child to work
21. If a mother finds out that the cost of childcare is too expensive, she can
- A. cut her hours
 - ☒ B. get on a waiting list for subsidized day care
 - C. quit her job
22. The median yearly income for a woman who works fulltime and has less than an eighth grade education is
- A. \$4,000
 - ☒ B. \$10,000
 - C. \$15,000
23. The median yearly income for a woman who works fulltime and has completed 4 years of high school is
- A. \$10,000
 - ☒ B. \$16,000
 - C. \$19,000
24. The median yearly income for a woman who works fulltime and has 1-3 years of college is
- A. \$10,000
 - B. \$16,000
 - ☒ C. \$20,000
25. Which job pays the most?
- ☒ A. nurse--LPN
 - B. hairdresser
 - C. teacher's aide
26. You need help finding a job and you contact a private employment agency. You need to be aware that private employment agencies
- A. don't always advertise the best jobs
 - ☒ B. may charge you a fee
 - C. will only work with clients who have a college degree
27. Which job is most likely to pay \$8.00 per hour?
- ☒ A. school bus driver
 - B. large city bus driver
 - C. truck drivers
28. Which type of job is most likely to require a high school diploma?
- ☒ A. ticket agent
 - B. bus driver
 - C. custodian

29. A flight attendant who has completed at least 4 weeks of training is likely to earn

- A. \$17,000 per year
- B. \$10,000 per year
- ☒ C. \$12,500 per year

30. Although the pay for a fulltime babysitter who comes to a person's home varies, the average salary is

- A. \$50 per week
- ☒ B. \$90 per week
- C. \$175 per week

31. The average starting salary for a college graduate in accounting is

- ☒ A. \$21,000
- B. \$14,000
- C. \$17,000

32. The average starting salary for a college graduate in a health related occupation is

- A. \$12,000
- B. \$14,000
- ☒ C. \$19,000

33. Which worker is most likely to earn more than the others?

- A. painter
- B. carpenter
- ☒ C. electrician

34. What kind of training is most likely to be required of an auto mechanic?

- A. high school diploma
- ☒ B. an automotive training program either in high school or trade school
- C. familiarity with cars

35. What would be appropriate clothing for a job interview?

- A. your most stylish jeans
- ☒ B. a simple, but clean, skirt or pants and blouse
- C. your dressiest dress

36. At a job interview it would be appropriate for the employer to ask about

- ☒ A. your previous jobs
- B. whether or not you are married
- C. how you plan to get to work each day

APARTMENT AD BINGO

by Sheri Langendorf

Preparing the Materials for Bingo:

1. Make six (6) cards - each with a picture of an apartment building with eight (8) windows. (See sample next page) One word (abbreviation) is written in a window.

<u>CARD 1</u>	<u>CARD 2</u>	<u>CARD 3</u>	<u>CARD 4</u>	<u>CARD 5</u>	<u>CARD 6</u>
FURN.	CH.	3BR.	BDR.	CA	BA
APPL.	UTIL.	H.O.	A/C	UTIL.	CLN
W/D.	A.C.	UTIL.INCL.	AFF.	SEC.DEP.	GARB
1BR.	BLDG.	1ST FLR.	MTH.	APPL.	APPL.
MO.	W/	AVAIL.	SQ.FT.	W/	APT.
APT.	LG.	GAR.	EFFIC.	AVAIL.	LNDRY.
DEP.	LNDRY.	RESID.	FURN.	BA.	2BDR.
EFFIC.	2BR.	DW.	BLDG.	MTH.	YR.

2. Make flashcards with abbreviation on one side, written word on back side.

Example:

front

back

furn.

furnished

(FLASHCARD SIZE)

Instructions for Playing Bingo:

1. Introduce the apartment ad vocabulary using the flashcards.
2. Each participant receives an Apartment Building Card and chips (poker chips can be used) to cover the windows on the card.
3. Flashcards are shuffled. Game monitor picks up a flashcard and shows the side with the complete word. If a participant has the corresponding abbreviations on her card, she places a chip over the abbreviation. If the participant cannot determine which abbreviation corresponds with the whole word, turn the flashcard over to reveal the abbreviation.
4. Play continues until a participant has one row or all of the abbreviations covered with chips.

Other Activities

1. Choose several apartment ads from the local newspaper. Type or past each ad on a 3 X 5 index card. Label the card with appropriate heading, such as "Furnished Apartments" or "Unfurnished Apartments."

Example: Furnished Apartments

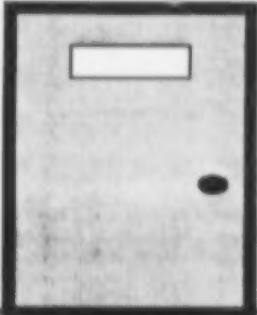
Good location. 1 br, utilities furn.
Busline. Clean, quiet, carpet, cable.
No pets. \$200/mo. 351-4968.

Unfurnished Apartments

April sublet. Large 1 BR in duplex.
Rent discounted, \$210/mo. No
Pets. 109 E. Clark #C, 352-9483

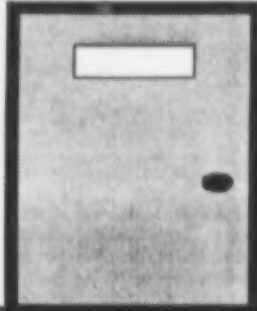
2. Introduce the participants to the apartment checklist to help them determine their needs.
3. Give each participant an ad to read. Ask her to tell what questions she would ask the landlord or apartment manager. What more would she like to know about the apartment?
4. Use role-playing, asking one participant to be the landlord and another to be the perspective renter.

CA	BA
UTIL.	W/
SEC. DEP.	AVAIL.
APPL.	MTH



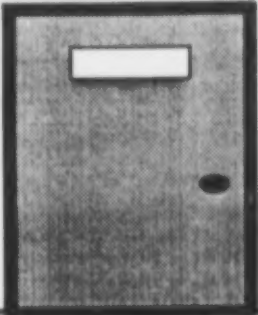
83

BA	APT.
CLN	LNDRY
GARB.	2BDR.
APPL.	YR.

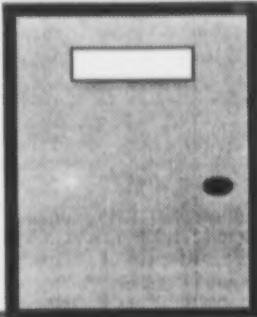


84

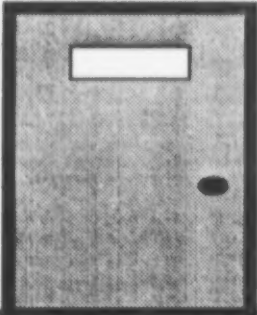
3BR	avail.
H ₂ O	gar.
util. incl.	resid.
1st flr	dw



BDR	sq. ft.
A/C	effic.
eff.	furn.
mth.	bldg.

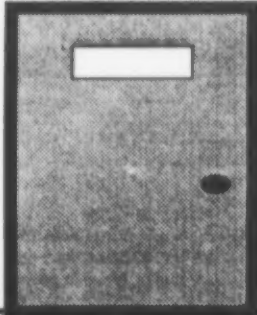


furn.	mo.
appl.	apt.
w/d	dep.
1BR.	effic.



87

CH.	w/
util.	lg.
ac	Indry.
bldg.	2BR.



88

1 BR.

mo.

apt.

one bedroom

month

apartment

furn.

appl.

w/d

furnished

appliances

washer, dryer

dep.

effic.

Ch

deposit

efficiency

Champaign

util.

AC

bldg

utilities

air conditioned

building

w/

lg

Indry

with

large

laundry

2BR

3BR

H₂O

two bedroom

three bedroom

water

util. incl.

1st flr

avail.

utilities included

first floor

available

gar.

resid.

DW

garage

residential

dishwasher

BDR

a/c

eff.

bedroom

air conditioned

efficiency

mth.

sq. ft.

CA

month

square feet

central air

sec. dep.

BA

cln

security deposit

bathrooms

clean

garb.

yr.

garbage

year

MTD (Mass Transit District) MADNESS

by Sheri Langendorf

A life skill seminar on how to get around town on the bus

- Objectives:**
1. To be able to read a bus map
 2. To locate and learn more about services in the community
 3. To understand the importance of punctuality

- Activities:**
1. Identify possible destinations.
 2. Each participant is given a card with a place, address, and an appointment time listed. Each participant is given a map of the bus route.
 3. Participants will locate their place on the map and determine what bus they have to take from the shelter and what time they have to catch the bus in order to arrive on time. Participants will also indicate which direction (north, south, east, west) they will need to go.

Examples of Possible Destinations and Appointments:

CES - 9:00 a.m.
JTPA - 10:00 a.m.
Public Aid - 11:00 a.m.
Crisis Nursery - 12:00 p.m.
John M. Garth Adult Education Center - 8:00 a.m.
Parkland College - 1:00 p.m.
Carle Hospital - 2:00 p.m.
Frances Nelson Health Center - 3:00 p.m.
Public Health - 4:00 p.m.
DSC Preschool Screening - 8:30 a.m.
Marquette School - 9:30 a.m.
Washington School - 10:30 a.m.
Salvation Army - 11:30 a.m.
Market Place Mall - 12:30 p.m.
Country Fair - 1:30 p.m.
Champaign Library - 9:30 a.m.
Prairie Farms - 3:30 p.m.
Empty Tomb - 2:30 p.m.
Centennial High School - 10:30 a.m.

4. Seminar leader provides a hand-out for participants to keep of places and services available. This listing should include address, phone number, contact person, hours opened, services, and eligibility requirements.
5. Bus fares or tokens can be used as incentives for attendance.

VOLUNTEER TRAINING

Guidelines for Working with Children at the Shelter

The following ideas are suggested guidelines for organizing language development activities. It is not necessary, nor is it always possible, to conduct these activities in the step-by-step manner presented here. Each session will vary according to the ages of the children, the number of the children, and the personalities of the children and the activity leader. While the activity leader should have a general outline of activities planned, the leader needs to remain flexible and be willing to adjust her plans.

General Principles:

In an effort to remain flexible, yet effective, in developing language skills, keep some of these general principles in mind:

- * Give the child plenty of chances to talk. Use every opportunity to encourage conversation.
- * Don't judge a child's response too soon. Say "tell me more," and wait for the child to respond. Don't be afraid of a little silence. Don't answer for him.
- * Take advantage of all spontaneous events or current interests of a child. Be willing to change plans to capitalize on this high motivation.
- * Do not wait until the children are bored to quit an activity. Don't overdo anything, they will not be as interested next time.
- * Allow some time for free play.
- * Have fun! Use humor whenever possible. Children love funny words, sounds, made up words, rhyming and games.

To encourage children's responsiveness to you, remember to:

- * Stoop to the child's level; don't tower over the child--it's harder to look up all the time.
- * Use the child's name as much as possible.
- * Wait until the child has eye contact and looks you in the face.
- * Be enthusiastic, but don't overwhelm the child.

Suggested Plan of Activities:

Following is one suggested outline of activities.

A. Welcome children.

Find out their names.

Let them explore the Play Box.

Encourage conversation about the items in the Play Box, such as the puppets, the feeling bag, the colorful shapes and sizes. These items can be useful in introducing new words and concepts. Emphasize the senses while the children are exploring these objects. Allow time for free play.

B. Choose one or two language activities to do with the children.

1. Read or tell a story
2. Sing a song or rhyme
3. Play games such as "Going on a Tiger Hunt"

C. Follow-up activities - To make the most of the preceding activities, choose an appropriate follow-up activity to reinforce language skills.

1. Use puppets to retell or dramatize the story.
2. Help the child make simple puppets that could be characters in the story.
3. Make a book about the story or adventure

D. Send something home with the children.

1. Let the child keep the any craft item she has made.
2. Give each child a gift, a book appropriate to her age level. Put the child's name in the book.

Use this outline as a guide; however, use your imagination and have fun. If you relax and enjoy yourself, the children will too.

MAKING A BOOK

Help a child write her own book.



1. Have the Child dictate a story to you. She can tell you about some experience she has had, or she can make up her own story. The story can be one or two sentences, or it can be longer and more detailed.
2. As she dictates the story, write down her exact words.
3. After you have recorded her story, read it back to her. She may want to try to follow along as you read and even try to read it herself.
4. Have the child draw a picture to go along with her own story.
5. Make a cover for the book. Perhaps a piece of colored paper could be used as the front and back covers. The name of the story, the name of the child, and a picture provide finishing touches.

Based on the language experience method of teaching reading, this activity helps a child understand the connection between the spoken word and the written word. She begins to understand that print has meaning. This activity also encourages a child's creativity and language development as she uses her own words to tell a story. She takes great pride in seeing her story written down, illustrated, and made into a book. She may even memorize the story and be able to "read" it to others.



USING PUPPETS**CREATING DURABLE PUPPETS***by Melanie Yeager*

Creating puppets to use with books takes time. A young reader will find the reading much more fun if the puppet itself has an amusing personality without the book. A good story line should only add to a puppet's image.

Planning is the key to popular and long-lasting puppet-book combinations. Three details are especially important: choosing the book, making the puppet durable and creating a life-like character.

1. Choosing the book.

Today's bookshelves are filled with entertaining novels for young readers, but a best-seller or an award-winning book is not always the best choice for working with puppets. The ideal puppet book:

- Uses more dialogue than narration. This gives the puppet-worker more chances to speak (and read).
- Should have 3-4 main characters.
- Can be read in under 15 minutes. Even the most thrilling puppet show can get tiring if it's too long.

If you're choosing more than one book, strive for variety. For example:

- Pick a true-to-life situation, as well as an imaginary one.
- Look for cultural variety, i.e., different races represented, different living conditions, different family and friend relationships.

2. Making the puppet durable.

Remember these puppets will be made for children. Even though an adult should be supervising, a puppet will inevitably be pinched, pulled and poked. With this in mind:

- Use big pieces of puppet parts.
- Provide one focal point that the young reader can hold/grasp onto.
- Make sure all parts are glued on strongly or tied on tightly. Pieces that can be disconnected easily will eventually be lost or swallowed.
- Use light-weight material.

3. Creating a life-like character.

A more believable puppet entices a youngster to read along with the book role. Seeing that the puppet visually represents the book's pictures of that character will make the puppet credible. To make the puppet life-like:

- Give the puppet movement. The most common movement can be created by loose hair and wiggly eyes.
- Accentuate the character's uniqueness. If it's a girl, give her eyelashes. If it's a bear, give it fur. If it wears a hat in the book, make one for it. **Look** at the book's pictures and **key in** on clothing patterns, hats, shoes and objects in a character's hand. If the object is only used once in the book, go ahead and make the object a puppet appendage. This object will lend itself to the puppet's personality and will directly tie the puppet to the book.
- Use brightly colored materials to make the puppet stand out.

CREATING PUPPET-BOOK SETS

Three Example Puppet-Book Sets

Each book and each puppet must be treated separately. The following pages consist of three sample puppet sets created for three different children's books. Observe how the three important details (book choice, durability, life-like puppets) were used in each situation. Open-and-close mouths were not used because the concentration was placed on getting children to read the books. Some children might be distracted by operating their hands more than their own mouths.

Blueberries for Sal by Robert McCloskey

Main characters: Little Sal
Little Sal's mother
Little Bear
Little Bear's mother

Type of puppets created: Sock and styrofoam puppets

Needed materials: Men's large white tube socks
Wooden rods (24"-36" long)
Styrofoam balls - large for mothers
- medium for Little Sal and Little Bear
Yarn for Sal's and Sal's mother's hair
Wiggly eyes
Pom-pom balls for noses (white, brown), blueberries (blue)
Felt for mouths and bears' faces
Brown fur for bears
String
Popsicle sticks
Material for clothes
Small buckets/baskets
Eyelashes
Hot glue gun with glue
Sunbonnet for Sal's mother -- optional

Beginning directions:

- Cut approximate 24"-36" rod in half.
- Dig hole in styrofoam ball by twisting jagged rod end into the styrofoam.
- Remove the rod.
- Fill hole with hot glue and insert rod again. Let rod and styrofoam dry.
- Tie a popsicle stick to rod 3" down from ball. Tie by wrapping string criss-cross around rod and stick. The two (rod and stick) should be perpendicular.
- Work tube sock over styrofoam ball and down over popsicle stick. The toe line should be at the top of the puppet's head.

Then, for the bears:

- Wrap fur around the puppet so that it overlaps in the back.
- Hot glue the fur as you wrap it.

- Tie strings tightly at the neck and under the arms (popsicle stick). After tying the strings, brush fur over them so they can't be seen.
- Cut out felt oval and glue to front of face. This marks a place for gluing the eyes (and eyelashes for the mothers), pom-pom ball noses and felt mouths.
- Cut out small half-oval shapes for ears. Glue these to sturdy paper, such as brown grocery bags. Then, glue them on top of the head.
- Cover any bald spots by gluing on swatches of fur.

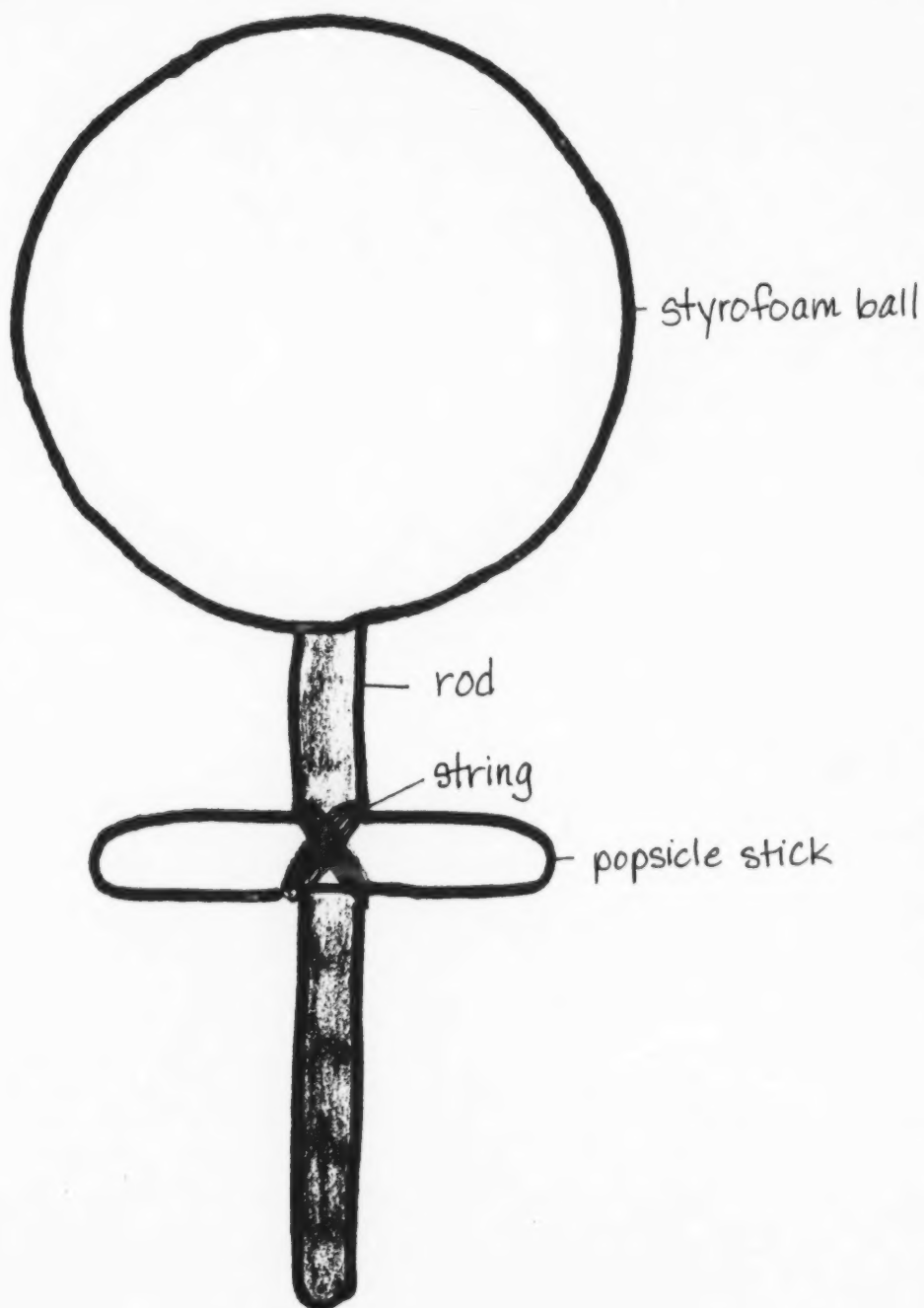
For the people:

- For clothes, cut a hole in a long rectangular piece of material, just barely big enough to go over styrofoam-sock head.
- Gather the material tightly under the arms (popsicle stick) and tie string tightly around the waist. Cover string with a piece of ribbon. This ribbon will act as a belt. Before tying the string, material should be pulled down tightly toward the exposed rod to ensure that it won't be pulled over arms or head by youngsters.
- To make pants, simply cut an upside-down V in the material and add felt ovals for shoes.
- For hair, decide on an approximate length. Find an object that length or longer, like a book, to wrap yarn around. Wrap the yarn around the object at least 30 cycles. Cut another piece of yarn the same color. Tie this piece tightly through the middle of the strings. Knot it twice. Measure half-way around the yarn cycle from knotted point and cut through yarn with scissors. Glue knotted part to the top of the head and spread out yarn by the knot in different directions on the top of the head. Glue these yarns down on top. Leave the majority of the yarn glue-free. Cut hair-yarn from bottom for length desired.
- Glue on eyes, eyelashes for the mother, white pom-pom balls for noses, and felt mouths to the front face of the puppet.

Note: To give all the puppets more personality and credibility, different parts were added, including eyelashes for the mothers, a bonnet for Sal's mother and baskets with blue pom-pom "blueberries" for Sal and Sal's mother. The baskets were hung around the neck and under one arm with a piece of yarn. The yarn does not have enough room to be removed over the head or arms. The tube socks work well because the left-over sock hanging down under the puppet provides a pseudo-glove that will cover a young reader's hand as she/he grasps the rod.

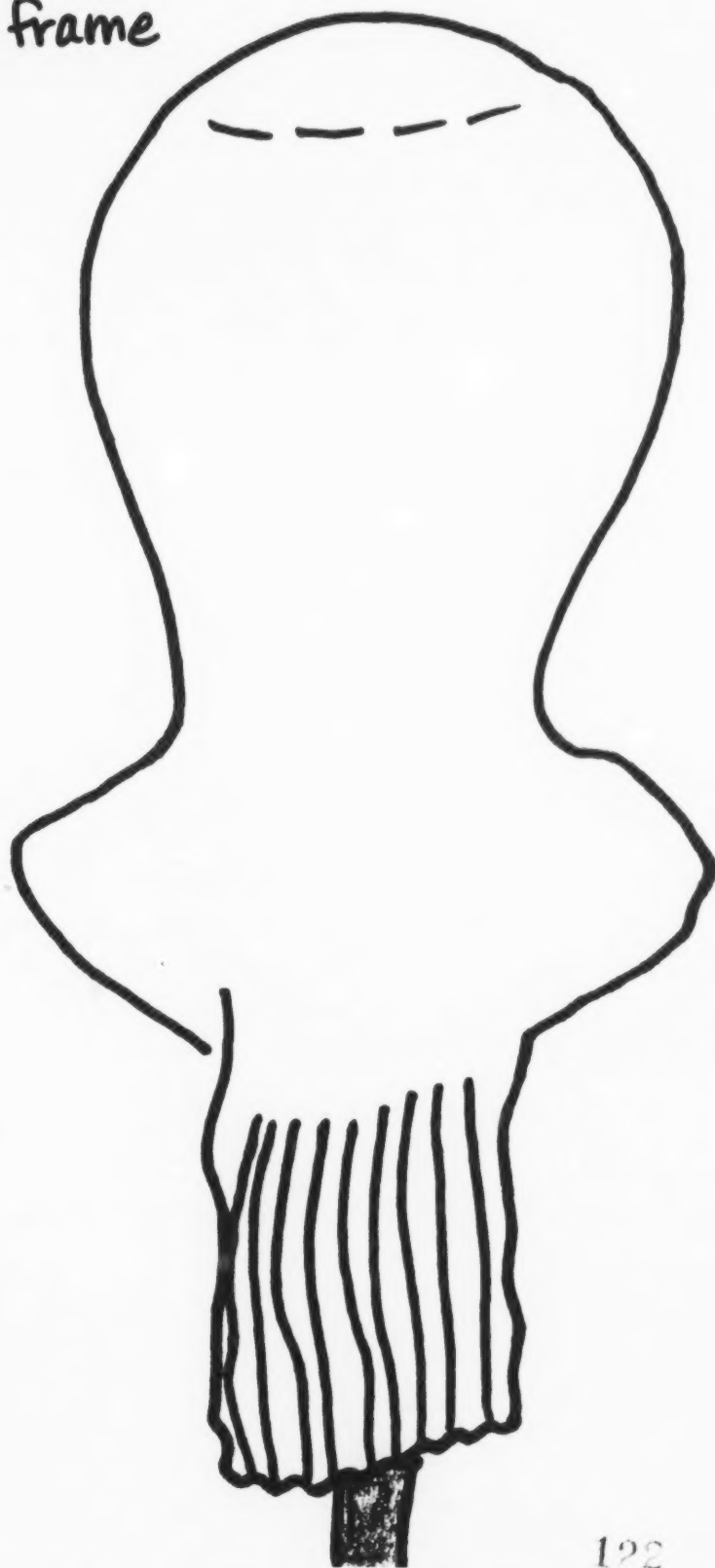
Blueberries for Sal

Sketch #1



Sketch #2

sock on frame



Example #1
Sol's mother



Example #2
Little Bear



Flossie & the Fox by Patricia C. McKissack

Main characters: Flossie
Big Mama
Fox

Types of puppets created: Expanded coat hanger puppets

Needed materials: Plastic coat hangers
Brown maskin tape
Orange and white fur
Bandana for Big Mama
Colored barrettes/rubberbands
Black yarn

Beginning directions:

- Pull hanger from the bottom to expand it. Make it as wide as possible.
- Push hook closer to frame and tape it up so it acts as a handle.

Then, for Big Mama:

- Cover hanger with brown tape to establish skin coloring.
- Fasten one corner of bandana to top of hanger and wrap around hanger until one corner drapes down and doesn't reach the handle. Sew a stitch at top to keep bandana in place. A child can let the bandana drape down the back of his/her head as he/she takes on the role of Big Mama.

For Flossie:

- Cover hanger with brown tape to establish skin coloring.
- Cut 90 pieces of black yarn into 8" pieces.
- Divide the 90 pieces into 15 groups of 6.
- Take one group of 6 pieces and fold them over the top part of the hanger (the handle is at the bottom) and braid the now 12 pieces together to form a pigtail. Fasten at the end with an additional piece of black yarn. Add a rubber band or a barrette at the end of the braid to give some color to the puppet. Continue adding braids spaced into 15 spots above the hanger corners.

For Fox:

- For ears, cut out two orange fur squares. Fold one diagonally over the hanger, half-way between the top and side hanger corner. Make

the corners of the square meet. Glue the furless side to other furless side. Do the same to the opposite side of the hanger. The result should be two orange triangular ears.

- For the tail, cut out a long, long narrow strip of orange fur. Fold it in the middle over the hanger, down by the handle. Saturate the underside on both folds with hot glue and tape. Place the undersides together. While the glue is still hot start twisting the orange fur in one direction. Half-way down the tail add a strip of white into the underside so it twists into a white tip.

Note: These creations almost serve as masks, by they are hand-held. For each puppet, a certain characteristic was emphasized -- Big Mama's bandana, Fox's tail and Flossie's hair. With all these characteristics, movement was maintained.

Peter's Chair by Ezra Jack Keats

Main characters: Peter
Willie, the dog
Peter's father
Peter's mother

Types of puppets created: Classy popsicle puppets

Needed materials: Colorful material and felt and construction paper
Brown paper bags
Popsicle sticks
Wiggly eyes
Markers
Black poster board
Contact paper
Rubber cement

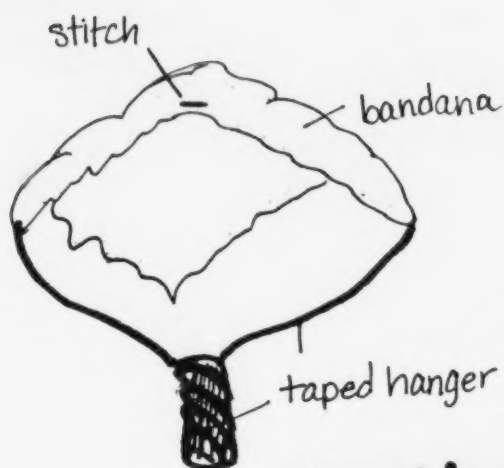
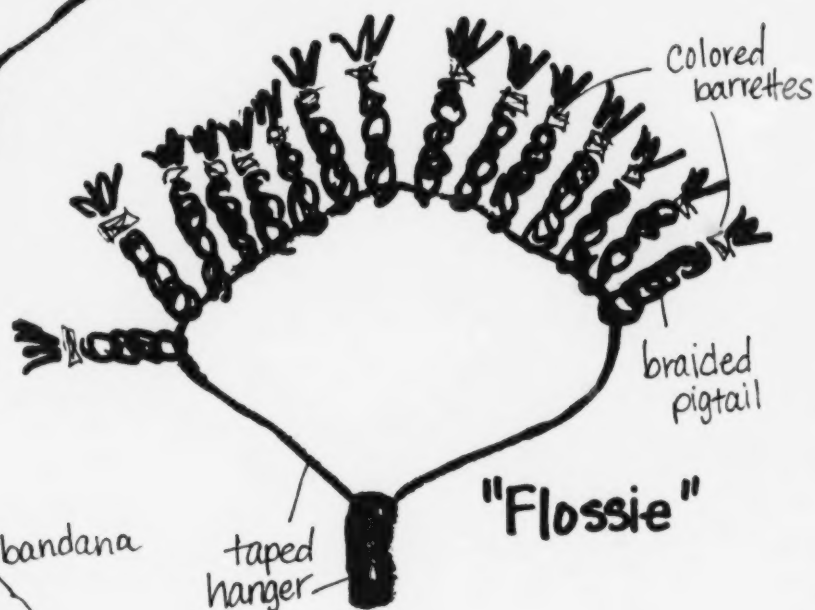
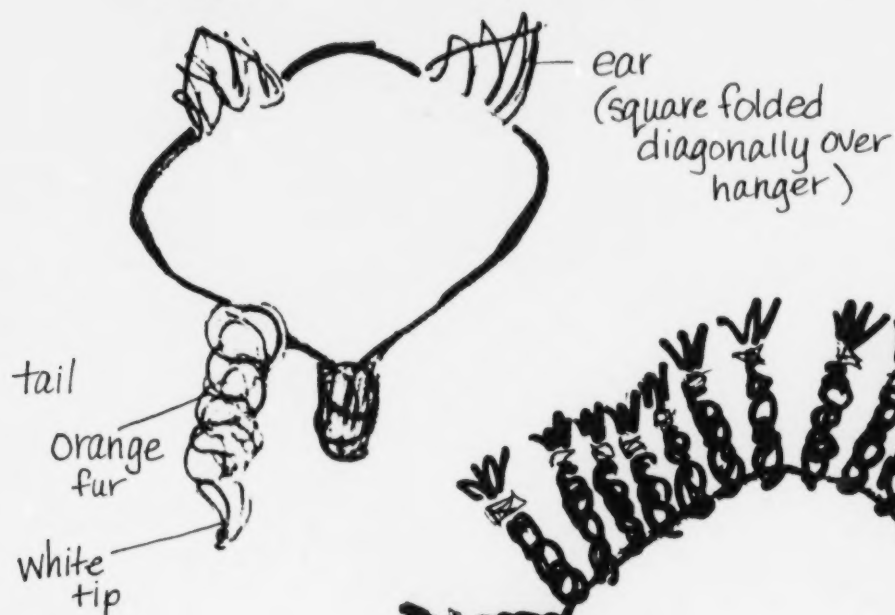
Beginning directions:

- Draw outline patterns of characters, approximately three times bigger than book pictures.
- Cut out pattern. Trace patterns onto paper bags frontward and backward (2 separate sketches per character).
- Outline new traces in black.
- Cut out sketches.
- Draw in facial features (excluding eyes). Draw hair on back of head also.
- Glue wiggly eyes on face.

- Cut out material for clothes and glue on front and back sides.
- Glue sketches to black poster board rectangles.
- Tape top half of popsicle stick to back of backside sketch poster board.
- Glue backside poster board to frontside poster board. Popsicle should jut out from between glued-together sketches.
- Contact paper the whole popsicle puppet.
- Cut off remaining contact paper and trim poster board around puppet, leaving a one-half inch border.

Flossie & the Fox

"Fox"



"Big Mama"

Peter's Chair



Front of Peter



Back of Peter

CHOICES

CLIENT'S INFORMATION SHEET

NAME _____

DATE ENTERED PROGRAM _____

DATE LEFT PROGRAM _____ (LAST CONTACT DATE W/ESC)

RACE _____ AGE _____ # OF DEPENDENTS BESIDES SELF _____

PRIMARY LANGUAGE _____ U.S. VETERAN _____

TIME OUT OF LABOR FORCE _____ SOURCE OF INCOME _____

HOW LONG HOMELESS _____

FUNCTIONING LEVEL: I (0-8) _____ II (9-12) _____

METHOD OF ASSESSMENTS:

OBJECTIVESACHIEVEMENTS

(Check upon completion or participation)

- | | | |
|-------|---|-------|
| _____ | 1. Improve basic skills for personal satisfaction and increased self-confidence | _____ |
| _____ | 2. Complete Level I or its equivalent | _____ |
| _____ | 3. Obtain an adult high school diploma | _____ |
| _____ | 4. Pass GEd test | _____ |
| _____ | 5. Complete program of instruction in: | _____ |
| _____ | a. Beginning ESL | _____ |
| _____ | b. Intermediate ESL | _____ |
| _____ | c. Advanced ESL | _____ |
| _____ | 6. Enter another education/training program | _____ |
| _____ | 7. Obtain a job | _____ |
| _____ | 8. Obtain a better job | _____ |
| _____ | 9. Remove from public assistance | _____ |
| _____ | 10. Housing | _____ |
| _____ | 11. Other | _____ |
| _____ | 12. Use shelter library | _____ |
| _____ | 13. Family literacy activities | _____ |
| _____ | 14. Life skills seminars | _____ |

REASON FOR LEAVING:

COMMENTS: